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ABSTRACT

This 1972 Distinguished Achievement Award Entry is the Art Education Program at Kutztown State College, Kutztown, Pennsylvania. The program leads to a Bachelor of Science (B.S.) or Master of Education in Art Education degree. Courses are also available in special education. Admission to the undergraduate program is accomplished through a selective screening process which includes the presentation of a portfolio. The Program, itself, consists of 44 semester hours of diversified studio work, opportunities for a pre-student teaching instructional experience, 18 weeks of elementary and secondary full-time student teaching, and 60 semester hours of general education courses. Evaluation of the program was accomplished through feedback from graduates, cooperating teachers, and school administrators. Behavioral competencies of the graduates were compared with competencies recommended by the Pennsylvania Department of Education. (The appendixes include courses required for the B.S. degree, portfolio requirements, general education courses, and a summary of checklists for beginning art teachers who graduated in 1970. The Behavioral Competency Study is also included.) (BRB)

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ART EDUCATION PROGRAM

at

KUTZTOWN STATE COLLEGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Written, designed and produced especially for the
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American Association of Colleges for Teacher Education
by Students and Staff of the Art Department
Kutztown State College, Kutztown, Pennsylvania

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INTRODUCTION

The Art Education Program at Kutztown State College has as its primary purpose the preparation of art teachers for the schools of Pennsylvania. The program is designed to produce something unique--not simply an art teacher, but a true artist--educator. This is accomplished by a program featuring:

1. Admission of candidates by a highly selective screening process.
2. An exceptionally intense program (44 semester hours) of diversified studio work.
3. Opportunities to have pre-student teaching instructional experience.
4. Eighteen weeks of bi-level (elementary and secondary) full-time student teaching.
5. A strong, well balanced general education program.

Art education at Kutztown is predicated on the philosophy that creative activity and all phases of living are interrelated, that art is a major force in communication, that the several dimensions of art have common and specific characteristics, and that the creative process is both objective and subjective, involving not only technique but also intellect and emotion.

Education in the visual arts is based on the premise that articulation with general studies is essential to the development of men and women who have chosen a career in the visual arts.

The art education staff comes from a wide variety of teaching backgrounds including classroom experience with students of all ages and supervisory posts in major city school systems. Students are, therefore, assured of a realistic view of art education in the schools.

Because the Department of Art offers both the Bachelor of Science in Art Education degree and the Bachelor of Fine Arts degree, art education majors are exposed to a rich environment of fine art with practicing artists teaching their studio courses.

At present the art education program serves 350 students, with about 80 graduates each year. The total art staff consists of 28 people, more than half

of whom have primarily an art education background.

BACKGROUND OF THE PROGRAM

The State Council of Education sanctioned the granting of the degree of Bachelor of Science in Public School Art on June 28, 1929. There was a precedent confirming the approval. As early as 1907 (Keystone Normal School, 1866; State Teachers College, 1926; Kutztown State College, 1960) art education was an inherent part of the preparation of cultural leadership through aesthetic as well as general and professional education.

Art education at Kutztown thus spans a period of sixty-five years. The department has been chaired by four art educators who served for periods of twenty-nine years, twenty years, ten years and a present incumbency of three years. Thus, from a basic preparatory-exploratory period of art education (1907-39) followed by a period of evolving leadership with concomitant national recognition (1939-59), the department of art education continues an evolving program reflecting current research in art education and the needs expressed by graduates and their supervisors.

The aesthetic and professional character of the department has been greatly influenced by an intensive interest in the regional and national art education associations. Secretarial headquarters for the Eastern Arts Association and the National Art Education Association (a department of the National Education Association) were located on the campus for many years. This established a professional rapport between the department and art educators throughout the nation.

Kutztown State College graduates are engaged throughout the United States as teachers of art in elementary and secondary schools, as supervisors of art in larger urban districts, (e.g., Bethlehem, Reading, Harrisburg), as college-university professors of art, (e.g., San Jose State College, California; Troy State College, Alabama; Rochester Institute of Technology; Denver, Colorado,

State University; Pennsylvania State University; Carnegie-Mellon University; Muhlenberg College; Miami University; University of Wisconsin and nine Pennsylvania State Colleges), as directors of college art departments (e.g., Rochester Institute of Technology, Kutztown State College, East Stroudsburg State College, Troy State College), and as art museum associates (director - Tacoma, Washington; curator - Reading, Pennsylvania Museum and Art Gallery; design coordinator - Allentown, Pennsylvania, Museum of Art).

The creative production of graduates has been honored by numerous organizations. Pottery and woodwork have been exhibited and circulated throughout the United States by the Museum of Contemporary Crafts, New York; one-man exhibitions of paintings were held at the Lynn Kattler Galleries, New York; exhibitions of blown glass have been held at several museums; a prize-winning formed silver creamer made by a staff member was circulated throughout the United States by the Silversmiths Guild of America; a commissioned painting of Ethel Merman by another staff member was exhibited in the Smithsonian Museum Portrait Gallery on the occasion of the opening of the Kennedy Center for the Performing Arts; sculpture commissions have been awarded for university campuses and private collections; and textbooks have been published by International Textbook and William C. Brown.

ART EDUCATION STAFF

As previously stated, art education majors are exposed to a staff made up of art educators with experience in the public schools as well as of professional studio artists. In some cases undergraduate degrees and experience have been in art education while graduate degrees and professional production have been in various of the fine arts.

More specifically, to list the academic qualifications of the Director of Art and a representative group of staff working primarily in art education clearly demonstrates their caliber and latitude:

Director of Art:	B.S., Kutztown State College; M.A., Columbia University; D.Ed., Pennsylvania State University
Art Historians:	B.S., M. Litt., University of Pittsburgh
	A.B., A.M., Indiana University
General Staff:	Four year diploma in fine arts; B.S. in Art Ed., Massachusetts School of Art: M.Ed., University of New Hampshire; D.Ed., Pennsylvania State University
	B.S., Indiana State University of Pennsylvania; M.Ed., University of Pittsburgh
	Diploma, National Academy of Art, Chicago; B.S., Kutztown State College; M.S., University of Pennsylvania; D.Ed., Pennsylvania State University
	B.S., University of Wisconsin-Milwaukee; M.F.A., State University of Iowa
	B.S., N.Y.S.U. College at New Paltz; M.A. Michigan State University
	Diploma, National Academy of Design, N.Y.; B.S., New York University; M.A., Ed.D., Columbia University

FACILITIES

The Art Department is housed in the Sharadin Studio, comprising sixteen major studios, an art gallery, a lecture hall, conference rooms and staff offices. The Studio consists of two wings; the older section has been in use since 1960, and the newer one was opened in mid-year 1970.

Complete equipment is provided for every facet of the arts: advertising, art history, ceramics, crafts, drawing, painting, photography, printmaking, sculpture, weaving, and woodworking. Audio visual equipment includes film, slide, opaque and overhead projectors, tape recorders, record players, 50,000 slides, colored prints, single-concept films, film strips and 16mm films. The college library collection includes upwards of 10,000 volumes on art education, art, artists, crafts, and aesthetics as well as periodicals on these subjects.

BUDGET

These facilities clearly evidence the strong support the Department of Art has received from the Commonwealth of Pennsylvania. The following budget for the 1970-1971 year combines the expenditures for both the art education and fine arts programs. No separate art education figures are available.

Faculty Salaries	$332,200
Non-professional Salaries	32,600
Student Wages	25,000
Supplies	35,000
Equipment	20,000
Models	10,000
Travel	7,500
	$462,300

THE ART EDUCATION PROGRAM

The Art Education Program enables an undergraduate student to earn the degree of Bachelor of Science in Art Education and thereby become entitled to certification to teach art in all grades, kindergarten through twelve, in the schools of Pennsylvania. The Program consists of 128 semester hours of work, of which 44 are in art specialization, 24 in professional education and 60 in general education. (The eight semester sequence of courses is found in Appendix A)

ADMISSION

In order to enter the Art Education Program a student must satisfy the academic requirements for admission to Kutztown State College and, in addition, have a portfolio of art work approved by the department. (Appendix B)

Each portfolio is evaluated by a team of two art staff members, using an evaluation technique developed by the department. On the basis of scores earned and the total number of students to be accepted into the art education program, about one of three applicants is admitted.

ART SPECIALIZATION

The art specialization consists of forty-four semester hours of studio courses, covering a wide variety of required courses and two elective courses. All of these courses require two clock hours of work to earn one semester hour of credit. Courses contain a balance of basic information and skills along with the necessary instructional direction for individual solutions to problems.

The required courses are:	Two-dimensional Design	3 s.h.
	Three-dimensional Design	3 s.h.
	Drawing I	3 s.h.
	Drawing II	3 s.h.
	Elementary Crafts	3 s.h.
	Painting I	3 s.h.
	Painting II	3 s.h.
	Communication Techniques in Schools	3 s.h.
	Instrument Drawing and Lettering	3 s.h.
	Introduction to Sculpture	3 s.h.
	Pottery	3 s.h.
	Stage Arts	2 s.h.
	Jewelry and Metalcrafts	3 s.h.
The elective courses are:	Watercolor Painting	3 s.h.
	Life Drawing	3 s.h.
	Weaving	3 s.h.
	Photography	3 s.h.
	Wood Design and Techniques	3 s.h.
	Ceramics	3 s.h.
	Enameling	3 s.h.
	Printmaking	3 s.h.
	Arts and Crafts for Atypical Children	3 s.h.
	Arts and Crafts for the Visually Limited	2 s.h.

Art Education majors may choose electives to extend the breadth of their experiences, or may choose to concentrate their work in one of the following areas: crafts, pai[illegible] and graphics, or art for the atypical child. If a student chooses a concentration in crafts, he may elect a course in this concentration in lieu of Painting II.

PRE-STUDENT TEACHING EXPERIENCE

The professional education aspect of the Program includes professional orientation, audio-visual education, educational psychology, Art in Education (which is a methods course) and a full eighteen-week semester of student teaching. Of these, Art in Education and student teaching are under the direction of the Department of Art.

Art in Education develops an awareness of the place of art in the schools, a knowledge of child development, insights into theories of learning and practical aspects of classroom activities and management.

Of possibly greater importance to teacher candidates than the regular class in Art in Education are two programs, developed so that the juniors in this course get some pre-student teaching experience with children:

1. Art classes meet from 9-11 a.m. eight Saturdays each fall and spring. The classes provide teaching experience and at the same time give to children with expressed and demonstrated ability in the visual arts, opportunities to develop and extend interest in these areas.

   The classes are student administered and organized. There is a student director, business manager, curriculum director and personnel director. They are advised by the professor of the course.

2. In conjunction with the Reading, Pennsylvania, Community Center Project, students in Art in Education teach art classes at various locations set up in that city by the Department of Recreation. Currently, eleven students are involved in this teaching experience and community service. Art majors may select the art activity they choose to teach, such as ceramics or painting, as long as it is within the budget of the project.

STUDENT TEACHING

The student teaching program consists each semester of approximately forty students assigned to as many cooperating teachers in nearby school districts, covering an area of eastern Pennsylvania including Berks, Lehigh, and Northampton Counties.

Students spend one semester of their senior year in full-time teaching situations within commuting distance of the College, being assigned to schools for a period of nine weeks, and then reassigned to other districts for a similar period. The schools are selected jointly by the college, the districts, and the cooperating teachers. Schools are chosen for the kinds of art programs offered and their willingness to cooperate in a student teaching program. All cooperating teachers must have permanent certification to teach art in Pennsylvania, carry on programs which are in harmony with the philosophy of the College, and be adjudged beneficial to student teachers.

The types of schools represented range from urban schools to those in rather remote rural areas. This year for the first time student teachers have been placed on a voluntary basis in a special school for the mentally and physically handicapped, reflecting a desire on their part to work with such pupils.

All students are exposed to elementary and secondary children, spending nine weeks at each level, and thus receiving practical experience with children ranging widely in age.

Student teachers are under the direct supervision of the cooperating teachers in whose rooms they teach, and are closely supervised by College visitors who make regular visits to the classroom, to observe the student teacher in action, and to offer counsel and evaluation. College visitors from the art department are chosen for their experience with children of all ages in the public schools. They are not full-time visitors, but regularly teach courses at the College as well, and thus are likely to be already familiar with many of the student teachers they observe, which makes for closer relationships and clearer understandings.

The College visitors are responsible, in addition to making regular visitations, for conducting a weekly two-hour practicum session. At this time all the student teachers assemble and discuss the previous week's experiences, demonstrate lessons for criticism by the group, and receive practical instruction in making

application for teaching positions, attending interviews, the legal ramifications involved in teaching and other such topics.

GENERAL EDUCATION COURSES

The general education program includes a number of required courses and a rather flexible arrangement of others in the humanities, social sciences, natural sciences and mathematics. (Appendix C)

In the humanities sector of the general education requirements, the art education major has the opportunity to include aesthetics and various art history courses which further strengthen his professional background. Rhythmics is an area specially provided for art education students so that they may consider body movement and the dance in relationship to the other arts.

EVALUATION OF THE PROGRAM

Evaluation of the program is an on-going process resulting from feed-back from graduates, co-operating teachers in the public schools, observations by college visitors, and school administrators who have employed Kutztown graduates. The most recent follow-up study of art education graduates as evaluated by school administrators and supervisors indicated that they are rated above average in most aspects of teaching. (Appendix D) Written comments about recent graduates are also in most instances positive.

The Art Department has begun to give more consideration to behavioral competencies than to simple completion of courses as a measure of the success of teacher preparation. Appendix E charts the relationship between competencies recommended by the Pennsylvania Department of Education and the experiences of Kutztown students. The chart indicates areas of strength and areas that need additional attention.

The fact that Kutztown graduates are often sought by school districts--even on a number of occasions from the state of California--is some indication of their

quality and repute. At the same time the department is constantly working to improve the curriculum, and its product,--knowledgeable and dedicated teachers of art.

CONTRIBUTIONS TO EDUCATION AND TO THE SERVICE AREA

The undergraduate program of art education represents the center from which many other educational programs and activities radiate and which are outlined below.

GRADUATE PROGRAM IN ART EDUCATION

In 1959 The Commonwealth of Pennsylvania granted the Art Department the privilege of conferring the degree of Master of Education in Art Education. In the following ten years, 133 master's degrees have been earned by art educators employed in school districts and institutions of higher learning across the greater part of our nation. At the present time 385 graduate students are enrolled in the program, an indication of its remarkable growth.

Emphasis is on the need for graduate students to work independently and in seminar situations to solve problems the instructor and the student consider important. As an outgrowth of graduate course work students gain in general education areas, have fresh exposure to cultural activities, become aware of and explore the use of research in art education, and gain new or expanded experiences in the visual arts.

Students who majored in Art Education at the undergraduate level must complete thirty semester hours of work to earn the masters degree. In recent years graduate assistantships have been granted, so that the program has enriched the entire department environment by exposing undergraduates to the selected assistants.

ART COURSE FOR THE ELEMENTARY EDUCATION DEPARTMENT

The art education staff recognizes that while the art teacher in the elementary

schools undoubtedly influences the aesthetic concepts of the elementary student, it is primarily the grade teacher who reinforces those concepts through her daily contacts with the children. Accordingly the course, Art for Elementary Schools, is taught by the art staff as a requirement for all elementary education majors. Through the course students (1) learn to handle a number of art media suitable for use with the elementary school child, (2) become conversant with the developmental aspects of children's art, (3) become aware of and capable of using several methods of teaching art, (4) become sensitive to the dimension of aesthetics as a human experience and (5) become more able to encourage creativity in youngsters.

ART COURSES FOR THE SPECIAL EDUCATION DEPARTMENT

Arts and Crafts for Atypical Children and Arts and Crafts for the Visually Limited are required courses offered by the Department of Art as a service to the Department of Special Education. The courses relate visual creative experience to the abilities and limitations of atypical persons. The problems of the physically handicapped, visually limited, mentally retarded and able are explored in relation to various art media. Art experiences include the student's involvement with a great variety of two and three dimensional materials. The program has the cooperation of many nearby schools and hospitals for opportunities of direct observation and experience with limited individuals.

PROFESSIONAL SERVICES OF THE DEPARTMENT OF ART AND STAFF

ART CONFERENCE

The Department of Art has sponsored thirty-three annual conferences on art and art education. These conferences have featured many prominent people in the field, including Harry Bertoia, George Segal, Viktor Lowenfeld, and Helen Rose. In more recent years conferences have attracted as many as 800 art teachers and others interested in the arts from Pennsylvania and neighboring states. Sessions have been devoted to perception, motivation, evaluation, materials and techniques, and other concerns of the art educator.

GALLERY

The gallery within the art department is used for exhibitions of student work and for professional shows of painting, sculpture and crafts from museums, the American Federation of Arts and other sources. The gallery is open seven days a week to students and the public.

CONSULTANTS

Staff members cooperate with school districts and other organizations by serving as consultants on school problems, conducting workshops and jurying art exhibitions.

SUMMARY

The art education program at Kutztown has for many years made a major contribution to the schools of Pennsylvania through the preparation of quality artist-educators. Graduates have distinguished themselves over a wide geographic area. It is evident that their success has resulted from the balance of the program, including 44 semester hours of studio work, opportunities for pre-student teaching experiences, a full semester of student teaching with children of various ages, all factors coupled with sound offering in general education.

Although this outstanding record is testimony to the effectiveness of the past and present programs, the department is continuously developing plans for further improvements in the years that lie ahead.

APPENDIX A

B.S. IN ART EDUCATION

Required for Graduation - 128 Semester Hours

(Sequence of courses subject to change for administrative reasons)

FIRST SEMESTER

	C.H.	S.H.
English Composition	3	3
Biological Science	4	3
Humanities Elective (b)*	3	3
Two-Dimensional Design	6	3
Drawing I	6	3
Health	2	2
	24	17

SECOND SEMESTER

	C.H.	S.H.
Humanities Elective (a)*	3	3
Professional Orientation	2	2
Natural Science or Mathematics Elective (c)*	4	3
Drawing II	6	3
Elementary Crafts	6	3
Instrument Drawing and Lettering	6	3
	27	17

THIRD SEMESTER

FOURTH SEMESTER

(Third and fourth semesters are interchangeable)

Social Science Elective (a)*	3	3	Humanities Elective (c)*	3	3
Humanities Elective (a)*	3	3	Social Science Elective (c)*	3	3
General Psychology	3	3	General Education Elective*	3	3
Oral Communication Elective*	3	3	Pottery	6	3
Three-Dimensional Design	6	3	Painting I	6	3
Stage Arts	4	2			
	22	17		21	15

FIFTH SEMESTER

SIXTH SEMESTER

(Fifth and sixth semesters are interchangeable)

Rhythmics I**	2	0	Rhythmics II**	2	1
Educational Psychology	3	3	American History	3	3
Audio-Visual Education	3	2	General Education Elective*	3	3
General Education Elective*	3	3	Mathematics Elective*	3	3
Art in Education	3	3	Jewelry and Matercraft	6	3
Communication Techniques for Schools	6	3	Art Elective	6	3
Sculpture I	6	3			
	26	17		23	16

SEVENTH SEMESTER

EIGHTH SEMESTER

(Seventh and eighth semesters are interchangeable)

Social Science Elective (b)*	3	3	Student Teaching and Practicum	32	14
Social Science Elective (d)*	3	3			
Natural Science and Mathematics Elective (d)*	3	3			
Painting II	6	3			
Art Elective	6	3			
	21	15		32	14

*See General Education Program, Appendix C.

**One semester hour of credit will be granted for Rhythmics I and II when both are completed.

APPENDIX B

PREPARATION OF THE ART PORTFOLIO

All applicants for the Art Department at Kutztown State College must present a portfolio for evaluation by the art staff. In order that applicants may understand what is expected, the following specifications are given:

A. All art work must be original. No copies from photographs or other works of art should be submitted. Work should have been completed within the last year.

B. All art work shall be submitted in a portfolio no larger than 24" x 30".

C. Work should be matted if practical and labeled on the reverse side to indicate the category (See D below). No frames or paintings on stretchers should be included.

D. Content of Art Portfolio

Category A: 1 - Study of a single, clothed human figure - charcoal. Use fixative over drawing.
Category B: 1 - Study of a group of clothed human figures - pencil.
Category C: 2 - Still lifes composed of common objects such as household objects, items of interest from hobbies, sports, clothing, etc. - pen and ink, brush, or felt tip pen.
Category D: 2 - Landscapes from nature - watercolor (transparent or opaque), oil, acrylic, pastel, or mixed media. Use fixative over pastel.
Category E: 2 - Portraits - one a self-portrait - pencil or charcoal.
Category F: 4 - Optional works - photographs of craft work, or additional two-dimensional art work.
Category G: 4 - Photographs of original sculpture. <u>Sculpture majors only</u>.

APPENDIX C

THE GENERAL EDUCATION PROGRAM
IN ART EDUCATION

(60 Semester Hours)

1. Basic Requirements in General Education: 15 cr. hrs.

   a. Composition--3 hrs.
   b. Oral Communication--3 hrs.
      (Composition and Oral Communication may be attempted at level of student's competency.)
   c. American History--3 hrs.
   d. General Psychology--3 hrs.
   e. Health--2 hrs.
   f. Rhythmics--1 hr.*

2. Humanities: 12 cr. hrs.

   a. Literature, Foreign Language, Philosophy--6 hrs.
   b. Art or Music or Public Address and Theatre--3 hrs.
   c. Elective in any Humanities area above--3 hrs.

3. Social Sciences: 12 cr. hrs.

   a. History or Political Science--3 hrs.
   b. Sociology or Cultural Anthropology or Psychology--3 hrs.
   c. Geography or Economics--3 hrs.
   d. Elective in any Social Sciences area above--3 hrs.

4. Natural Sciences and Mathematics: 12 cr. hrs.

   a. Mathematics--3 hrs.
   b. Biological Sciences (Lab.)--3 hrs.
   c. Physical Sciences (Lab.), Earth-Space Science--3 hrs.
   d. Elective in any Natural Sciences area above or Mathematics--3 hrs.

5. Additional Electives in any one of--or any combination of--the four areas above excluding Health and Rhythmics. 9 cr. hrs.

Total: 60 credit hours

APPENDIX D

SUMMARY OF CHECK LISTS FOR BEGINNING ART TEACHERS WHO GRADUATED IN 1970

Criteria	Ratings* 1	2	3	4	5
1. Has the teacher shown poise, balance and self-control?	0	2	14	23	9
2. Has the teacher mixed well in social situations in the community?	2	6	17	16	4
3. Has the teacher displayed good judgement?	0	5	14	19	9
4. Does the teacher have a good professional attitude?	0	2	13	19	13
5. Has the teacher shown that she understands pupils and that she knows how to apply appropriate teaching techniques?	3	1	11	23	10
6. Does the teacher go beyond the textbook for relative material and information?	1	0	9	26	11
7. Does the teacher have a satisfactory knowledge of subject matter?	0	1	8	24	15
8. Does the teacher speak clearly, correctly and effectively?	0	1	13	24	10
9. Has the teacher been found to be dependable?	0	3	12	19	14
10. Does the teacher plan and organize teaching materials well?	3	0	9	27	9
11. Is the teacher a satisfactory disciplinarian?	3	2	14	22	7
12. How well have the pupils reacted to his teaching?	0	3	9	25	11
Distribution of Overall Evaluations	0	3	9	28	8

*Ratings

1 Unsatisfactory
2 Below average
3 Average
4 Good
5 Outstanding

APPENDIX E

BEHAVIORAL COMPETENCY STUDY
Kutztown State College
Bachelor of Science in Art Education

Note: In addition to all activities, experiences and evaluations listed below, it should be understood that the one-to-one relationships of student to instructor and student to his advisor are basic to the program at Kutztown. Traditionally there has been a close relationship between staff and student in the studio situation. Each student is also assigned an advisor who assists with personal, academic and studio problems.

STANDARDS OF COMPETENCY	ACTIVITIES, EXPERIENCES, AND COURSES DESIGNED TO DEVELOP EACH COMPETENCY	MEANS OF EVALUATION TO DETERMINE DEGREE OF ATTAINMENT OF EACH COMPETENCY
1. Approximately one-half of each student's four year curriculum shall be allocated to the studies of art history, art criticism, art theory, art education, art studio and aesthetics.	The minimum B.S. in Art Ed. program is 128 credits. A typical program would include 44 credits in studio, 9 credits in art history and aesthetics, 3 credits in methods of art education, and 14 credits in student teaching.	Successful completion of the program described.
2. The program shall provide the student with opportunities to acquire knowledge, understanding and appreciation of art in contemporary and past cultures with emphasis on the relationship of art to the culture in which it was produced, and its influence on subsequent cultures.	Courses are available in: History of Art, Modern Art, Renaissance Art, American Art. Department has permanent collection on display and exhibitions in the gallery. Trips to metropolitan areas are possible.	Tests and papers on course work. Reports on exhibitions.

STANDARDS OF COMPETENCY	ACTIVITIES, EXPERIENCES, AND COURSES DESIGNED TO DEVELOP EACH COMPETENCY	MEANS OF EVALUATION TO DETERMINE DEGREE OF ATTAINMENT OF EACH COMPETENCY
3. The program shall provide for the student's awareness, comprehension and ability to describe, analyze, interpret and evaluate works of art.	Art History courses. Group critiques of student work in most studio courses by the students themselves with the guidance of instructors.	Tests and papers on course work. Instructor's judgment of student discussions.
4. The program shall provide opportunities for the student to develop knowledge and understanding of philosophical aspects of the nature of art, its meaning and contributions to the individual and society.	Art history courses. Aesthetics course. Class discussions in studio courses.	Tests and papers on course work. Instructor's judgment of student discussions.
5. The program shall develop for the prospective art teacher the ability to work as a professional educator with pupils of all age groups and to aid these pupils by way of the unique qualities of art experience to develop the individualized capacities of: a. perception - the ability to exercise and refine fundamental and discriminating sensory intake. b. knowledge and understanding - the ability to receive, comprehend and develop relationships of information, particularly that which is manifest in art forms. c. creation - the ability to produce or create original, expressive art from a variety of media.	Art in Education course, student teaching at elementary and secondary levels, Saturday classes for young people. a. 2-Dimensional Design 3-Dimensional Design b. All studio courses 44 credits in studio required c. Same as "b" above	Tests and papers in course work. Evaluation of cooperating teacher and college visitor. Judgment of program coordinator. a. Quality of studio production. Group critiques, class discussions. b. Quality of studio production. Group critiques, class discussions. c. Same as "b" above

STANDARDS OF COMPETENCY	ACTIVITIES, EXPERIENCES, AND COURSES DESIGNED TO DEVELOP EACH COMPETENCY	MEANS OF EVALUATION TO DETERMINE DEGREE OF ATTAINMENT OF EACH COMPETENCY
d. reflection/action - the ability to respond to art, to enjoy it, appreciate it and to assimilate its meaning and presence into an individual life-style that complements society.	d. Permanent collection of art is always on display. Professional art work is shown in traveling exhibitions in the gallery.	d. Group critiques, class discussions.
6. The program shall assure that prospective teachers have the ability to create elementary, middle school and secondary curricula in art education and that they are competent to guide pupils in a wide variety of art activities.	Art in Education course. Student teaching at elementary and secondary levels. Saturday classes for young people.	Tests and papers in course work. Evaluation of cooperating teacher and college visitor. Judgment of program coordinator.
7. The program shall provide for the prospective art teacher to have knowledge and competencies relative to organizing, planning, administering and evaluating a program of art education. The following competencies are illustrative: a. relate art education to part of the general education program for all students. b. select, purchase, design, care and maintain art facilities, equipment and supplies. c. articulate professional interaction in matters dealing with research, development, philosophy and evaluation of art education programs.	Art in Education course. Student teaching at elementary and secondary levels. Saturday classes for young people.	Tests and papers in course work. Evaluation of cooperating teacher and college visitor. Judgment of program coordinator.

STANDARDS OF COMPETENCY	ACTIVITIES, EXPERIENCES, AND COURSES DESIGNED TO DEVELOP EACH COMPETENCY	MEANS OF EVALUATION TO DETERMINE DEGREE OF ATTAINMENT OF EACH COMPETENCY
d. possess a familiarity with writings and philosophical positions of leading philosophers, educators and artists. e. select, design and use appropriate evaluation techniques of student performance. f. understand standards and procedures for safe usage of tools and materials. g. lead and/or cooperate in establishing and maintaining quality art education programs.	Art in Education course. Student teaching at elementary and secondary levels. Saturday classes for young people.	Tests and papers in course work. Evaluation of cooperating teacher and college visitor. Judgment of program coordinator.
8. The program shall develop the student's ability as a producing artist. Basic concepts and skills related to the student's ability to recognize and structure original and expressive art form in a wide variety of media should be emphasized.	All studio courses. Exposure to permanent collection and traveling exhibitions.	Quality of studio production. Group critiques, class discussions
9. The program shall provide for the student's knowledge and understanding of technological and safety aspects of studio work.	Most studio courses. Particularly in the crafts, design and sculpture.	Technology is evident in the quality and variety of student work. Safety is shown by the relatively few studio accidents in relation to the large student body.

STANDARDS OF COMPETENCY	ACTIVITIES, EXPERIENCES, AND COURSES DESIGNED TO DEVELOP EACH COMPETENCY	MEANS OF EVALUATION TO DETERMINE DEGREE OF ATTAINMENT OF EACH COMPETENCY
10. The program shall assure that the prospective art teacher has studio experiences related to a variety of art media and that such experience and resulting ability, in breadth and depth, be commensurate with the teacher's personal and professional needs.	All studio courses. There are a limited number of electives where students may select an area of concentration. Students are also urged to schedule additional electives in their concentration, beyond the 128 credits required for graduation.	Graduates have gone on to become specialists in various studio areas. Many of them also are professional painters and craftsmen in addition to their school responsibilities.
11. The program shall provide opportunities to develop the student's understanding and appreciation of related art areas such as dance, film, music, literature, theatre and practical arts.	Students may select courses in theater, literature and music. (See current catalog, page 82) Many cultural events on campus provide opportunities to be exposed to all these areas. Students may belong to extra-curricula groups in these areas.	Tests and papers on course work. Quality of participation in bands, chorus, theatrical productions, etc.